

# Peter's Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	509086
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Katie Dempster

<b>Setting address</b>	St. Peters Centre, Sumner Road, W est Harrow, Middlesex, HA1 4BX
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<b>Type of setting</b>	Childcare - Non-Domestic
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Peter's Pre-School opened in 1987. It is a committee run pre-school which operates from St. Peter's Centre in West Harrow, within the London Borough of Harrow. Children have access to a large hall and an enclosed outdoor play area. The pre-school operates from 9.30am to 12.30pm, during term time only.

The pre-school is registered to provide care for a maximum of 25 children under 8 years. There are currently 40 children on roll in the early years age range. Children attend for various sessions. The pre-school supports children with special educational needs and children who are learning to speak English as an additional language.

Three full-time and three part-time staff work with the children. All staff hold recognised early years qualifications. The pre-school is registered on the Early Years Register and both parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are flourishing in a caring and stimulating environment. They are making rapid gains in all areas of their learning and development and overall, staff make effective and consistent links to the Early Years Foundation Stage. The enthusiastic and motivated staff team is committed to providing very high standards of care and learning. The successful partnerships with parents and other professionals ensure a fully inclusive environment where children's individual needs are known and met exceptionally well. Self-evaluation is highly effective in identifying areas for development and bringing about ongoing improvements to maintain optimum standards and consistently enhance outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- making precise links to the Early Years Foundation Stage learning and development guidance when exploring and plotting children's next steps in further development.

## **The effectiveness of leadership and management of the early years provision**

Staff at all levels have a comprehensive understanding of safeguarding issues. They have opportunities to attend training and maintain an up-to-date understanding of current legislation. The manager and deputy take lead roles in dealing with concerns, both of whom have received updated training. Robust policies and procedures are implemented throughout the pre-school and all staff are actively involved in reviewing and ensuring they are consistently met. Thorough risk assessments are conducted annually and daily safety checks are carried out and recorded. As a result, children are cared for and play in safe and secure surroundings. Staff plan and implement a stimulating and inviting learning environment. Resources are very well deployed and all equipment is age and stage appropriate.

Staff build highly positive relationships with all groups of parents and carers. They are heavily involved in the pre-school and receive good quality information about their child's development. For example, parents running the pre-school's cake sale to support fundraising helps them feel involved. Additionally, parents' information meetings give them opportunities to learn about their child's progress and how they can support learning at home. These meetings provide an appropriate occasion for parents to raise any issues or offer suggestions. Staff are proactive, using feedback from parents to make improvements, resulting in an effective and forward thinking service which is responsive to its users.

The manager and whole staff team are experienced, dedicated and confident in their roles. Staff are highly motivated, work exceptionally well as a team and believe that the pre-school's success runs through all levels of staff. The team contributes to the many processes of self-evaluation. Formal documents clearly outline how the pre-school is meeting all requirements, with substantial links to the impact on children. This demonstrates the pre-school's priority of improving outcomes for children. Furthermore, well targeted action plans and constant reflective practice ensure continuous improvement is maintained. Management and staff have made great efforts to support children with special educational needs. They work in close partnership with parents offering support as well opening lines of communication for professional intervention. Staff also prepare children exceptionally well for transitions to school, planning time in the day for working on skills desirable for school, as indicated by the teaching staff of the local schools the children will attend.

The pre-school effectively and actively promotes equality and diversity. Adults have a firm knowledge of each child's backgrounds and needs and help children to learn about and understand the society in which they live. A wide variety of activities combine to develop children's respect for and insights into cultural diversity. For example, children enjoy cultural dressing up, Diwali celebrations, learning about food from around the world and exploring children's differing languages.

## **The quality and standards of the early years provision and outcomes for children**

Children are eager to attend and play a dynamic role in their learning. Staff use the topics of conversations with them, their known interests and suggestions from parents to make future plans. While children's interests inspire the planning, staff also make excellent use of information gained from observations to track and identify children's next steps. This results in children making significant gains in their learning, although links to the Early Years Foundation Stage learning and development guidance are not always fully explored when plotting children's next steps to impact their development further.

Children display high level of confidence and self-esteem. They happily navigate around the beautifully resourced environment of well planned and thoughtfully displayed equipment and resources. Staff take every opportunity for learning; for example, in the home corner children have access to a wealth of real life resources where they can engage their learning across all areas with early writing materials, number toys and items from other cultures. In this way, children's imaginative skills are well engaged. Further supporting their creativity, children enjoy exploring colour and texture as they make streamers with colourful tissue paper. Staff discuss the sound they make, engaging children's communication and language skills. Children have access to a broad range of books which are beautifully presented in a comfy reading corner and staff promote reading at home through the use of the pre-school's library. Children show impressive problem solving and mathematical skills, for example, while exploring modelling dough, children excitedly point out that after using the rolling pin the dough has got bigger. They use the good range of tools available to cut some pieces off and say, 'It's smaller again and now I have three bits!'

All children have a strong sense of belonging within the pre-school. They make their own place mats, have photos displayed above their coat hooks, self-register with their name places and have their work displayed around the environment. Children show high levels of security and trust as they eagerly share their toys and resources with adult visitors, inviting them to join in with their play. Children display very good behaviour. They are kept busy and engaged throughout the session so negative behaviour is kept to a minimum. Staff use explanations well, which leads to children having a better understanding of the pre-school's rules. For example, staff ask children why they must not run inside, they say it is not allowed in case they fall over and hurt themselves.

All children show that they are developing a very good understanding of how to keep themselves safe and healthy. Visitors to the pre-school offer exciting learning opportunities which children can relate to. For example, the local fire service, dental nurse and paramedics have all visited the children to give talks and demonstrations. Children demonstrate their good grasp of safety during everyday play; they wear the oven gloves when using the role play oven, explaining how the oven is hot. Around the pre-school, staff support children to follow good hygiene procedures in their daily routines, such as wiping their noses with a tissue. Children are seen doing this independently. Children are encouraged to be

physically active and enjoy a music and dance session where they move their bodies, happily giggling at members of staff as they shake their bodies and hop around like frogs. Staff plan carefully for each area of learning outdoors. Children particularly enjoy making marks on the concrete with brushes and water. They find bugs with their magnifying glasses and enjoy stilts, ball games and other outdoor equipment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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